

PADM-GP.2132

Social Entrepreneurship and Innovation Fall 2024

# Instructor Information

* Rebecca Duane
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* Office Hours: By Appointment

# Course Information

* Class Dates: September 3 – December 12, 2024
* Class Meeting Times: Tuesday 4:55 PM - 6:35 PM
* Class Location: 70 Washington Sq S (Bobst) Room LL150 Loc: Washington Square

# Course Prerequisites

* None
* Suggested course: Design Thinking: A Creative Approach to Problem Solving and Creating Impact

# Course Description

This course provides an in-depth exploration of social entrepreneurship and innovation as a set of promising pathways to drive social change across sectors using a systems-led approach. Students will delve into understanding complex social and environmental problems at a systems level, equipping them to contribute to long-term, sustainable solutions. The course looks at different approaches to creating and implementing social change within systems and through startups, corporate environments (intrapreneurship), nonprofit organizations, and the public sector.

Students will explore social entrepreneurship from its origins to present-day practices, examine what differentiates effective interventions, and contemplate the challenges of social entrepreneurship. The course fosters a practical and reflective approach to designing and leading initiatives that create lasting social impact. Students will develop the skills to align social impact ideas with community needs and market opportunities, analyze root causes, map existing solutions in an ecosystem, and practice using tools to operationalize their ideas. By weaving critical thinking, practical tools, and real-world examples throughout the course, students are prepared not only to understand the role of social entrepreneurship as part of a toolkit for social

change, but also to engage as social entre(intra)preneurs and innovators capable of navigating and influencing complex social systems.

# Course and Learning Objectives

The objective of this course is to expose students to different theories, approaches, and tools for creating social impact through a systems-led approach and to apply these insights through reflective and practical applications.

During this course, students will learn to:

1. Understand key terms, tools and tactics related to social entrepreneurship, innovation, and systems change.
2. Critically evaluate theories and real-world examples of social entrepreneurship and innovation, discussing their impacts, challenges, and solutions.
3. Develop skills in mapping and understanding a system to gain a nuanced view of how to work on social and environmental challenges as a social entre(intra)preneur/innovator.
4. Reflect on and articulate personal motivations for pursuing a social innovation, connected to exploring potential opportunities to contribute to systems change.

Learning Assessment Table

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| --- | --- |
| **Graded Assignment** | **Course Objective Covered** |
| Class Participation & Reflections | All objectives |
| Dossier | #1, #2 |
| Social Innovation Analysis | All objectives with particularfocus on #3, #4 |

# Required Readings and Classroom Materials

## Required Textbook:

Chahine, T. (2022). Social Entrepreneurship: Building Impact Step by Step. (2nd ed.) Routledge.

Various scholarly journals, new articles, and videos are assigned throughout the course. They can be found in the course schedule and on Brightspace.

# Assessment Assignments and Evaluation

Class Participation & Active Reflections **(40%)**

* Journal Entries *(15%)*
* Discussion Forum *(15%)*
* Active contribution to discussion, learning and feedback *(10%)*

Social Entrepreneur / Innovator Dossier **(20%)**

* Written Submission
* Slide/Posterboard

Social Innovation Analysis **(40%)**

* Final Team Submission & Presentation *(30%)*
* Reflection and Feedback *(10%)*

**Assignment Instructions**

## Class Participation & Active Reflections

**Objective:** Encourage active participation, critical thinking, and personal reflection throughout the course though open class discussion posts and private journal entries. This structure is designed to foster continuous engagement and reflection, ensuring that students not only understand the course material but also apply it to their personal and professional lives.

## Journal Entries:

* + - Keep a journal of personal reflections and highlights on what the readings, class discussions, and guest speakers brought up for you.
		- There will be several required prompts throughout the semester, which will provide a structured way to reflect on ideas and takeaways from the assignments and class, making them personally relevant and contextual.

## Discussion Forum:

* + - Discussion posts should be 250 to 500 words and demonstrate original thinking rather than simply summarizing the readings.
		- Connect the readings and videos to real events as well as professional, personal, or societal situations.
		- Responses are due by Sunday night at 11:59 PM ET unless otherwise noted.

## Active Contribution to Discussion, Learning, and Feedback:

* + - Actively participate in class discussions, respond to fellow students’ posts, post questions for guest speakers, and engage in class activities.
		- Additional participation points can be earned by posting comments on other students' reflections in the Discussion Forum.
		- Contributions should be thoughtful, respectful, and aim to advance the discussion.

## Social Entrepreneur / Innovator Dossier (Write-up + Posterboard)

**Objective:** Gain a deep understanding of the journey, strategies, and impact of a social entrepreneur by researching and analyzing their work, culminating in a dossier. Investigate the practical aspects of social entrepreneurship, learn from real-world examples, and think critically about the factors that contribute to successful social innovations.

## Selection of Social Entrepreneur:

* + - Choose a social entrepreneur whose work interests you. This could be someone known locally, nationally, or globally.
		- Note: The assignment will be more meaningful if you have the ability to interview the person selected or those who know them for deeper insights.

## Research:

* + - Conduct thorough research on your chosen social entrepreneur. This should include:
			* The background and motivation of the entrepreneur.
			* The problem or issue they aimed to address.
			* The strategies and approaches they employed.
			* The organizational structure and business model they used.
			* The impact they have made and any measurable outcomes.
			* The challenges and obstacles they faced.
			* The factors that led to their success or failure.
		- Gather information from multiple sources such as:
			* Books, articles, and interviews
			* The social entrepreneur’s official website and social media profiles
			* News reports and case studies
			* If possible, conduct an interview with the social entrepreneur or someone closely associated with their work.

## Dossier Write-Up:

* + - Create a detailed profile of the social entrepreneur. This should include:
			* A biography of the entrepreneur.
			* A description of the social issue they addressed.
			* An analysis of their approach and methodology.
			* A review of their impact and outcomes.
			* A critique (What did they miss? What could they have done differently?)
			* A discussion of the key factors that contributed to their success or failure.
		- Compile a dossier that includes all your research materials, interview notes, and any additional information relevant to your analysis.
		- Ensure your dossier is well-organized and includes citations for all sources.

## Classroom Posterboard Exhibition:

* + - Prepare a posterboard summarizing your findings.
		- Highlight key insights, important data, and interesting anecdotes from your research.
		- Make your posterboard visually engaging and informative, with clear sections and easy-to-read text.
		- Students will go around the classroom and read each other's posterboards.
		- Be prepared to discuss your research and answer any questions from your classmates.
		- This will be an opportunity to share your learnings and hear about the work of other social entrepreneurs from your classmates.

## Due Dates:

* Selection of social entrepreneur/innovator: September 10
* Submission of dossier: November 4
* Classroom Posterboard Exhibition: November 5

## Social Innovation Analysis

**Objective:** The final project is a group assignment designed to synthesize your learning and research from the course, culminating in a comprehensive exploration and analysis of a complex social or environmental challenge/problem. Rather than focusing solely on developing a solution, this assignment emphasizes understanding the problem from multiple perspectives, identifying systemic forces at play, and uncovering areas where innovation and change could be most impactful. The project should be presented in a way that is accessible to an audience unfamiliar with the course content or the specific challenge. This project will help students apply critical thinking, systems thinking, and teamwork to real-world challenges that can serve as the foundation for a self-created Capstone. Students will form teams with guidance from a reflective assignment to help identify shared interests.

*Assignment Instructions:*

## Understanding the Challenge Landscape:

* + **Challenge Definition:** Clearly define the social or environmental challenge your team has chosen to explore. Provide a detailed background that includes the history of the challenge and an analysis of the social, economic, corporate, environmental, cultural, and political forces that sustain the status quo. Focus on analyzing the root causes of the challenge, understanding not only the symptoms but also the underlying factors contributing to the problem. Quantify the scale of the problem. Discuss who is most affected by this issue and analyze the size and scope of its impact. Examine how this challenge is interconnected with other areas of concern or opportunity, providing a holistic view of its place within broader systems. Engage with key stakeholders, potential beneficiaries, and experts through a minimum of five interviews to gain a nuanced understanding.
	+ **System Mapping:** Create a visual map that illustrates the system surrounding the challenge. This map should identify key actors, institutions, and forces that contribute to the problem. Highlight the relationships and dynamics that maintain the current state, emphasizing any leverage points where intervention could lead to significant change. Ensure that the system map reflects an understanding of the root causes and how different elements of the system contribute to the persistence of the challenge. The goal is to develop a deep understanding of the challenge, rather than immediately seeking to propose solutions.

## Analyzing the Solution Landscape:

* + **Current Efforts and Approaches:** Explore who is currently working to address this problem. Examine the roles and influence of various stakeholders within the system, considering how their interests, power dynamics, and relationships contribute to the current state. Analyze the different models, strategies, and approaches being employed, noting what has been successful and what has not. Pay particular attention to whether existing efforts are addressing root causes or merely mitigating symptoms. Consider how these efforts are linked or isolated, and what networks, resources, or collaborations exist that might strengthen the overall impact. Reflect on the lessons learned from past and current initiatives and identify any emerging trends or innovations within the solution landscape.
	+ **Gaps and Opportunities:** Identify what is missing in the current landscape of solutions. This could include gaps in policy, information sharing, research, market opportunities, or other actionable areas. Analyze whether these gaps are due to a lack of understanding of the root causes or other barriers. Consider what new approaches or collaborations might be necessary to fill these gaps, and where there might be opportunities for private, public, or social sector interventions. Identify key stakeholders who could act as allies or obstacles in implementing changes and consider how to engage with them effectively. This analysis should build on your system map, identifying specific areas where innovation could be most effective.

## Evaluating a Path Forward:

* + **Five Potential Interventions:** Highlight five potential interventions that stood out most during your analysis as promising ways to improve the system. For each intervention, briefly discuss the current gap it addresses and the potential change or impact that could result from addressing this gap. Clearly state any findings and assumptions behind the idea and provide reasoning for why you believe these assumptions will hold true. Hypothesize how to measure the impact for each intervention. Ensure that the five interventions represent a diverse mix of intrapreneurial (within an existing organization), entrepreneurial (as a new initiative), and extrapreneurial (through cross-sector collaboration) opportunities.
	+ **Top Intervention:** Select the intervention that your team believes has the most potential for impact. Build this idea out further by considering its structure— whether it should be housed within an existing organization or developed as a new venture. Expand on your impact measurement assessment to include direct and indirect impacts. Describe how the impact would be measured. Discuss key considerations such as potential financing sources, an initial budget, how the impact would be measured and tied to the larger system, and any necessary stakeholders or collaborations that would be critical to its success. This is not a formal business plan but a thoughtful exploration of how this intervention could be realized and effectively contribute to systemic change.

*Deliverables:*

1. **Visual Map and Interventions:** Create a dynamic and accessible visual representation of your findings. This could be a system map, an infographic, or any other creative format that effectively communicates the complexity of the challenge and the solution landscape. Incorporate the interventions explored and information about the top intervention selected. Use PowerPoint, Prezi, a website, or other digital formats to bring your research to life. Prepare to present your findings in-class with a compelling narrative to support your research and top intervention.
2. **Key Findings Report:** Accompany your visual map with a written analysis that summarizes and expands on your key findings. This report, not exceeding 2500 words, should offer a clear and analytical perspective on the challenge, the existing solutions, and the opportunities for innovation. Ensure the report is well-organized, free of jargon, and accessible to a general audience.
3. **Bibliography:** Submit a comprehensive bibliography that includes a range of sources, from academic texts to interviews. Highest marks will be for research that demonstrates a thorough exploration of the challenge utilizing diverse resources.

*Grading Criteria:*

1. **Thoroughness:** Your submission should demonstrate a deep understanding of the challenge and the system in which it exists. Go beyond desktop research including contacting organizations and interviewing people to uncover lesser-known aspects of the problem and emerging trends in the solution landscape.
2. **Clarity:** The best submissions will be clear, engaging, easy to follow, and presented in a compelling way that inspires action. Avoid unnecessary jargon and focus on making your findings accessible to a broad audience. The clarity of your visual map and written report will be key in communicating your insights effectively.
3. **Insight:** High-scoring submissions will go beyond describing the problem to offer meaningful insights and recommendations. Identify opportunities for increased impact, propose innovative approaches, and provide actionable suggestions that could inform real-world efforts to address the challenge.

## Due Dates:

* + Selection of problem/challenge area: October 8
	+ Submission of Deliverables: December 2
	+ Classroom Presentations: December 3 and 10
	+ Final Reflection: December 13

# Course Outline

**Note: Sample readings included. Brightspace will contain the most up to date list of readings and assignments. The order of the topics might move around based on guest speakers or other considerations. All updates will be in Brightspace.**

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| **Class #** | **Focus** | **Assigned Readings/Assignments** |
| **1**(9/3) | Introduction to Social Entrepreneurship & Social Innovation – UnpackingTerminology | **Assignment:** Personal Introduction due 9/1 11:59 PM ET *Complete the provided form before our first class to share a little more about yourself, including your background, interests, and what you hope to gain from the course.* |
|  |  | **Read/Watch:*** Battilana, J. et al (2018, May 25). *Problem, person, and pathway: A framework for social innovators*. Harvard Kennedy School Center for Public Leadership Social Innovation + Change Initiative.
* Building local ecosystems for social innovation: A methodological framework by Organisation for Economic
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|  |  | Co-operation and Development (OECD) (Introduction to Social Innovation pp. 10-22)* Daniela Papi Thornton’s Ted Talk Reclaiming Social Entrepreneurship
* Dees, J.G. (1998, October 31) *The Meaning of “Social Entrepreneurship”*. Original Draft: Reformatted and revised: May 30, 2001
* Martin, R.L., Osberg, S. (Spring 2007). *Social Entrepreneurship: The Case for Definition*. Stanford Social Innovation Review.
* Systems leadership can change the world - but what exactly is it? (2019, September 24). World Economic Forum. (*Optional -- For further reading, this article links to a Harvard Kennedy School report:* Systems Leadership for Sustainable Development: Strategies for Achieving Systemic Change)
 |
| **2**(9/10) | History of socialentrepreneurship and Systems-led leadership | **Assignments:** Journal entry reflecting on Chapter Assignment from Introduction due 9/8 11:59 PM ET |
|  |  | Submit name of social entrepreneur / innovator for Dossier. |
|  |  | **Read/Watch:*** Bornstein, D. (2004). How to Change the World: Social Entrepreneurs and the Power of New Ideas (Ch. 8 The Role of the Social Entrepreneur)
* Bornstein, D., Davis, S. (2010). Social Entrepreneurship : What Everyone Needs to Know (Part I. Defining Social Entrepreneurship pp. 1-30)
* Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. Introduction pp. 1-23)
* Teresa Chahine: The Social Entrepreneur’s Guide to Making Change (starting at 4 minutes, 35 seconds)
* Senge, P., Hamilton, H., Kania, J. (2015). *The Dawn of System Leadership.* Stanford Social Innovation Review.
* The Open Book of Social Innovation (Introduction pp. 2-8)
 |
| **3**(9/17) | Criticisms of social entrepreneurship | **Assignment:** Discussion post on Brightspace on criticisms* Eppler, I. (2012). *The Problem with “Social Entrepreneurship”: A Student’s Perspective.* Stanford Social Innovation Review.
* Giridharadas, A. (2018). *Beware Rich People Who Say They Want to Change the World*. New York Times.
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|  |  | * Gras, D. et al. (2019). *Wicked problems, reductive tendency, and the formation of (non-)opportunity beliefs.* Journal of Business Venturing.
* Koehne, F., Woodward, R., Honig, B. (2020). *The potentials and perils of prosocial power: Transnational social entrepreneurship dynamics in vulnerable places.* Journal of Business Venturing.
* Levine, U. (Jan 10, 2024). *Fall In Love With The Problem, Not The Solution.* Jeremy Utley. Blog post contributed by Uri Levine.
* Papi-Thornton, D. (Feb. 23, 2016). Tackling Heropreneurship *Why we need to move from “the social entrepreneur” to social impact*. Stanford Social Innovation Review.
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| **4**(9/24) | A Social Entrepreneurship Journey: Self- Reflection | **Assignment:** Journal entry on StrengthsFinder Assessment**Read/Watch:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 1)
* Bill George on Authentic Leadership
* Hartigan, P. (2013). *The Promise of 'Entrepreneuring'*. HuffPost.
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| **5**(10/1) | Problem IdentificationIntroduction to System Mapping ToolsSelecting a Challenge and Forming Teams | **Assignment:** Discussion post describing a problem you are passionate about working on or how you would like to contribute to a team (use questions from Ch 1: Researching your topic to highlight either your area of interest around which you would like to form a team, or your skills/broad interest area for joining a team) by SUNDAY, 9/29 11:59 PM ET**Read:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 2)
* Dan Pallotta’s Ted Talk: The Way We Think About Charity is Dead Wrong
* Meadows, D. (1999). *Leverage Points – Places to Intervene in a System.* Sustainability Institute.
* Michael Porter’s Ted Talk: Why business can be good at solving social problems
* Terstriep, J., Rehfeld, D. (2020). *Bridging local embeddedness and global dynamics – the economics of social innovation*. Institute for Work and Technology,
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|  |  | Westphalian University Gelsenkirchen, Germany. (pp. 853-857)* System Map Examples (provided on Brightspace)
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| **6**(10/8) | Systems Leadership Examples and Case Studies | **Assignments:** Discussion Post on assigned Case Study Team problem / challenge area due.**Read:*** Bertha Centre for Social Innovation & Entrepreneurship, University of Cape Town Graduate School of Business, South Africa. (2017). *Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change*. Schwab Foundation for Social Entrepreneurship, World Economic Forum.
* Bloom, P., Dees, J.G. (2008). *Cultivate Your Ecosystem.*

Stanford Social Innovation Review. |
| **7**(10/22) | Uncovering the ProblemMarket Landscape of Current Solutions | **Assignment:** Journal entry reflection on interview plan – who are you compelled to talk to?**Read:*** Buckland, H., Murillo, D. (2013). *Pathways to Systemic Change Inspiring Stories and a New Set of Variables for Understanding Social Innovation.* (1st ed.). Routledge. (Ch. 3 Innovation Type pp. 138-144)
* Kania, J., Kramer, M. (2011). *Collective Impact*. Stanford Social Innovation Review.
* Kania, J., Kramer et al. (2022). *Centering Equity in Collective Impact*. Stanford Social Innovation Review.
* The Finance Innovation Lab: A Strategy for Systems Change
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| **8**(10/29) | Ideas for Closing the Gap | **Assignment:** Discussion Post on Brightspace**Read/Watch:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 3, 4)
* Ditkoff, S.W., Grindle, A. (2017). *Audacious Philanthropy*. Harvard Business Review.
* Jacqueline Novogratz’s Ted Talk: Invest in Africa's own solutions
* Meadows, D. H. (1999). *Places to Intervene in a System*. Sustainability Institute.
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| **9**(11/5) | Measuring Social Impact and Collaboration | **Assignment:** Social Entrepreneur Posterboard**Read:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 5, 10)
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| **10**(11/12) | Funding Models and Structures - exploring business and financing options | **Assignment:** Journal Entry on Brightspace**Read:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 6, 7, 8)
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| **11**(11/19) | Pitching and communicating | **Assignment:** Discussion Post on Brightspace**Read:*** Chahine, T. (2022). *Social Entrepreneurship: Building Impact Step by Step.* (2nd ed.) Routledge. (Ch. 9)
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| **12**(11/26) | ASYNC | * Meet in teams to prepare for showcase
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| **13**(12/3) | Presentations and Showcase | **Assignment:** Team feedback* In-class presentations
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| **14**(12/10) | Presentations and Showcase | **Assignment:** Journal Entry for an individual reflection on the process of understanding your team’s challenge and mapping the system and how this learning aligns with your personal motivations as a social entre(intra)preneur and innovator pursuing social change work DUE Fri, Dec 13.* In-class presentations
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# NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

# Letter Grades

Letter grades for the entire course will be assigned as follows:

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| **Letter Grade** | **Course Points** | **GPA****Points** | **Criteria** |
| **A** | > 93.0 | 4.0 | **Excellent:** Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality. |
| **A-** | > 90.0 | 3.7 | **Very good:** Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. |
| **B+** | > 87.0 | 3.3 | **Good:** Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0 | **Adequate:** Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations. |
| **B-** | > 80.0 | 2.7 | **Borderline:** Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.” |
| **C+** | > 77.0 | 2.3 | **Deficient:** Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students. |
| **C** | > 73.0 | 2.0 |
| **C-** | > 70.0 | 1.7 |
| **F** | < 70.0 | 0.0 | **Fail:** Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. |

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click the “Get Started” button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# NYU’s Wellness Exchange

NYU’s Wellness Exchange has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

Technology: I request that you do not use laptops, tablets or phones while in class. Please bring notebooks for taking notes. Slides will also be made available in Brightspace and your fellow classmates will be sharing slides containing a summary of the readings. It is rare we get a break from our screens. My hope is that you are fully present and will actively participate during the class discussion each week.

Generative AI: The use of Generative AI tools is permitted for specific uses within this course. They may be employed for tasks such as background research, ideation, and proofreading.

However, the use of AI for generating drafts of text is strictly forbidden. All instances of AI assistance must be clearly cited along with the corresponding prompts.

Attendance:

Please notify me by email prior to any class in which you will be absent or late. I you have 2 or more unexcused absences your grade will drop by one letter grade. I am always happy to schedule time to review content missed if you are unable to attend class.

Participation:

Bimodal classes will not be not offered. As active participation is an important element of your grade so is attendance.

Late Submission Policy for Assignments:

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally demanding schedules. Late submissions without extensions will be penalized 20% per 24-hour period.

Emails:

I will generally answer emails within 48 hours of receipt, but not on weekends.

Incompletes and Withdrawals:

Note Wagner’s incomplete policy and course withdrawal policy.

Group Work:

Final projects will involve group work. You are expected to work cooperatively in such groups and to be an individual contributor to the group process. Group dynamics will be observed and will also contribute to the class participation portion of your grade.